

## Welcome to the 1<sup>st</sup> Issue of ACCESS

The School-based Special Interest Group Quarterly Newsletter is keeping you connected to the SIG with news, upcoming conferences, working groups & other updates. It also includes quarterly articles on various topics. Let us know if you have anything you would like us to feature or discuss by emailing [pediatricschool@gmail.com](mailto:pediatricschool@gmail.com).  
Your ACCESS Team: Sharon Antoszyk, Brett Erin King, Laurie Bainer, Joann Szabo & Carlo Vialu

## School-based SIG Wins Best Table at SOPAC 2015

SoPAC 2016 was a huge success!

In addition to a great line up of workshops and speakers, our SIG table was voted *Best Table!* This year's theme: **Happy 40<sup>th</sup> Birthday, IDEA!** Just like any grand birthday party, the table was decorated with balloons, streamers, party hats and a banner. IDEA is not over the hill; it continues to transform lives.

Our campaign to recruit new members was also a success. We have an additional 45 new members to the SIG.

Join us at future SOPAC, CSM & Innovations conferences.



SIG's winning table with



Larry Rechlin, School-based SIG SOPAC Liaison

## Topic of the Quarter

### What is CVI?

with Joanne Szabo

In recent years the understanding of the human visual system has evolved significantly. The process of vision is now considered a total brain function. Some visual problems are ocular. Others are due to abnormalities or damage within the brain. If the problem is within the brain (posterior to the lateral geniculate body) it is called cortical or cerebral vision impairment or CVI.

CVI is the number one cause of vision impairment in children in the US. Children with CVI are often not identified because in most cases the child's eye exam is normal; it is the brain that is not interpreting what the eyes are seeing. It is imperative that PTs understand what CVI is, how to identify students who may have CVI, and how to plan intervention strategies that take this sensory impairment into consideration.

Best practice dictates a comprehensive, coordinated approach by the entire IEP team, enabling the child to use his or her vision to complete tasks and participate in the daily school activities. For more information I recommend *Vision and the Brain: Understanding Cerebral Visual Impairment in Children* (Lueck & Dutton eds. 2015: AFB; New York)

## Meet Our Leadership Team

**Chair:** Laurie Ray, PT, PhD

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**Vice Chair:** Sharon Antoszyk, PT, DPT, PCS

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**Secretary:** Brett King, PT, DPT, MPT

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### Regional Representatives

**Region I:** Western (AK, CA, HI, ID, MT, NV, OR, UT, WA)

**Dawn James**, PT, DPT, PCS [dawnjamespt@hotmail.com](mailto:dawnjamespt@hotmail.com)

**Region II:** North Central (CO, IA, KS, MN, MO, NE, SD, WY)

**Andy Ruff**, PT [aruff@ghaea.org](mailto:aruff@ghaea.org)

**Region III:** Great Lakes (IL, IN, MI, OH, WI)

**Cathy Wright**, PT [koani1@earthlink.net](mailto:koani1@earthlink.net)

**Region IV:** Northeastern (CT, DE, MA, ME, NH, NJ, NY, PA, RI, VT)

**Carlo Vialu**, PT [CVialu@schools.nyc.gov](mailto:CVialu@schools.nyc.gov)

**Region V:** Southeastern (DC, MD, NC, SC, VA, WV)

**Karen Greeley**, PT, DScPT [kgreeley@bcps.org](mailto:kgreeley@bcps.org)

**Region VI:** Southern (AL, FL, GA, KY, MS, PR, TN)

**Laurie Bainer**, PT, DPT (TN); [Laurie.Bainer@gmail.com](mailto:Laurie.Bainer@gmail.com)

**Region VII:** South Central (AR, AZ, LA, NM, OK, TX)

**Joanne Szabo**, PT, DPT, MHA, PCS [Joanne.szabo@asdb.az.gov](mailto:Joanne.szabo@asdb.az.gov)

For any questions for the board, email  
[pediatricschool@gmail.com](mailto:pediatricschool@gmail.com)

## Tests and Measures

with Carlo Vialu

An ecological assessment is a great way to start a PT assessment. It helps PTs determine *what* participation restrictions the student has, and *when & where* they occur.

Once restrictions are identified, tests & measures are useful in pinpointing the *why*. Luckily, there are plenty of tests to choose from. We will feature 1 or 2 in every issue.

### Timed Up & Go (TUG) & Timed Floor to Stand (TFTS)

Two great tests for students having difficulties moving within the classroom. The TUG mimics daily transitions between the chair & standing, while the TFTS mimics transitions between the floor (e.g., circle time) & standing.

What you need: tape, timer, chair (for the TUG)

Task: Get up from the chair/floor, walk 9 ft. 10 in., turn 180 degrees, and walk back to sit on the chair/floor.

Test procedures & reference data: [TUG](#), [TFTS](#)

Record the time it takes the student to complete the task. Observe the student's gait, balance, posture, transfer strategy, ability to follow directions, & use of vision, among others. Use these information to answer the *why*.

You can compare the student's time to the reference data, their classmates, or the teacher's expectation. For children with orthotics, perform the tests with braces on & off and compare their performances.

## Work Group Updates

The School-based SIG is always busy creating [fact sheets](#) to provide guidance for all school-based PTs. Here are some of the ongoing fact sheet work groups:

### Intervention for Students with Autism

Chair: Lori Glumac, PT, DSc, PCS

### Comparative Roles of SBPT & Adapted PE

Chair: Laurie Ray, PT, PhD

### Learning Plan

Chair: Kris George, PT, PhD. PCS

The following work groups need your expertise.  
Email [pediatricschool@gmail.com](mailto:pediatricschool@gmail.com) to join them

#### Power Mobility

Chair: Tracy Stoner, PT, DPT, PCS

#### Transportation

Chair: TBD

#### Progress Monitoring

Chair: TBD

## Upcoming APTA Conferences

### Innovations in School-Based PT Practice

July 29-30, 2016 in Milwaukee WI

The SOP's 11th annual school-based conference highlights advanced practice issues, in addition to foundational information provided yearly. The sessions will provide information on decision-making & delivery of PT services to support the educational program for all students with disabilities. Nationally recognized speakers will address federal laws, the provision of school-based PT services, & innovations in practice. Click [here](#) for details & registration

## Legislative Corner

with Laurie Bainer

Maria Jones, the Federal Affairs Liaison (FAL) for the APTA SOP, graces ACCESS to discuss federal education laws that may affect school-based practice.

The Elementary and Secondary Education Act (ESEA) (aka No Child Left Behind), was changed to the Every Student Succeeds Act (ESSA). Can you expand on this?

On December 10, 2015, President Obama signed ESSA, which is the reauthorization of ESEA. ESSA received bipartisan support and shows commitment to creating equal opportunities for all students. States and districts will now begin with its implementation. Regulations for the new law have not been released.

IDEIA was last reauthorized in December 2004. Is there a timetable for reauthorization?

Theoretically, IDEIA would be reauthorized in 2016, but because it is an election year, most anticipate that reauthorization may be delayed.

How does APTA provide input for consideration for the next reauthorization of IDEIA?

APTA provides input through multiple avenues. For example, APTA is a member of the Consortium for Citizens with Disabilities and provides comments and feedback on public policies and legislation that not only ensure access to and/or payment for PT, but also ensure that policies & regulations support self-determination, independence, integration & inclusion of children and adults with disabilities and their families.

As the Federal Affairs Liaison for the Section, I welcome input and comments from members and provide collective feedback to APTA. As a Section, we also have the opportunity to provide comments to address concerns or applaud efforts that may be unique to our area of practice. As information about IDEIA reauthorization is released, I will share with Section leadership to disseminate to members. You may contact me at [maria-jones@ouhsc.edu](mailto:maria-jones@ouhsc.edu) with questions/feedback.